

Purpose and Instructions

Please complete the following form. Once the form is completed and signed, please return to Human Resources.

Purpose of the PD:

- To record the essential functions of the position
- To record special requirements
- To record required knowledge and skills to perform the duties of the position
- To record special working conditions
- To aid in recruitment and selection
- To establish Management's expectations
- To provide a base for managing performance

Position Title		Today's Date
Center Director, Center on Workforce & System Development		10/11/2024
Appointment (9mos. / 12 mos. / Other)	FLSA	
12 mos	Exempt	
Position Type	Work Location	
Full-Time	Hybrid 2-3 Days In Office	
Department/Division	Position Number	
The Research Institute	E80024	
Reports to	Reports to Position Number	
Director, The Research Institute	E800014	

SUMMARY

A brief summary of the position here.

The Research Institute (TRI) houses three Centers focused on informing and facilitating change in educational and human service systems to improve the quality of life for all individuals. Funded through external grants and contracts, the Centers conduct programs of research, develop evidence-based interventions that are provided through technical assistance and professional development, and increase system capacity to effect change. TRI was established in 1961 at WOU and has research partnerships throughout Oregon and the nation.

TRI is committed to promoting and supporting an environment which values and affirms equal opportunity, diversity, and inclusive practices. TRI is committed to creating a safe environment to have dialogue with our co-workers, partners and those who receive our services about how to best address the implicit bias that exists. TRI is committed to creating an anti-racist workplace that is fully inclusive by disrupting systemic racism and dismantling barriers for people of color in the workplace.

Center Directors

Center Directors provide leadership, have decision making authority and manage fiscal responsibilities of their center including: development and design, strategy, timelines, budget and spending, grant compliance, contracts, deliverables, staffing, integration with other departments, centers or programs, grant writing and funder relations. Center Directors participate as collaborative members of The Research Institute's leadership team. Directors lead programs and work across systems that require strong leadership and communication skills, specialized content knowledge, the ability to lead teams through ambiguity and change, strong system thinking skills, program management skills, and the ability to recognize and develop the unique skills of diverse staff. Center Directors are privy to sensitive information, and must maintain confidentiality. Directors play a vital role in representing The Research Institute (TRI) with funders, other WOU departments, partners and the community and are expected to be respectful, responsive, collaborative and culturally aware. Center Directors lead by example through an ongoing commitment to learning and growth, self-awareness, and the promotion of culturally responsive and innovative collaboration, and product and system development.



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Center Directors:

- Work collaboratively in a team environment. Facilitate, participate and contribute to meetings
- Provide culturally responsive supervision to assigned staff. This may include providing supervision to supervisors and other TRI leadership.
- Manage program budgets.
- Provide leadership, decision making and overall management to Center
- Gain and maintain a working knowledge of Oregon's Early Learning System and initiatives.
- Gain knowledge and apply learned skills to interrupt systemic oppression. Provide support and leadership to program staff and staff on challenging bias and supporting diversity, equity and inclusion.
- Effectively lead in a wide variety of situations and diverse groups individuals/groups from diverse backgrounds.
- Create a positive work culture at TRI by effectively managing group dynamics, interrupting negative behaviors (microaggressions, gossip, etc.), promoting conflict resolution strategies and team building.
- Maintain confidential information and high ethical standards.

Center Director, Center on Workforce & System Development

The Center on Workforce & System Development works to lead system level change through intensive support, professional development and innovative strategies to enhance the effectiveness of systems. By supporting system level change and development we work to ensure that accessing and that implementation of strategies is equitably provided to those accessing services. The Center on Workforce & System Development uses universal, targeted and intensive technical assistance to ensure that our services are effectively implemented and provides a strong framework to utilize while leading individuals that support systems.

The Center on Workforce & System Development houses two major projects; Central Coordination of Child Care Resource and Referral and Child Care Substitutes of Oregon. Both projects are funded by Oregon Department of Early Learning and Care and are statewide components of Oregon's Early Learning system. The Center Director is a state-level leader who represents these systems in many capacities including with other state leaders in Oregon, at a national level, with current and potential funders and other stakeholders. The Center Director must remain cognizant that the decisions they make have real decisions that have consequences on children and families in Oregon. The Center Director leads their team through the ongoing change and ambiguity within these systems and provides opportunities for staff to be innovative and flexible. The Center Director provides ongoing guidance and support to Project Coordinators and other Center staff in their roles as statewide leaders. The Center Director ensures that the work of the Center is coordinated, data-driven, equity focused and high quality. The Center Director works with other TRI Directors to ensure that TRI's equity, diversity, and inclusion (EDI) goals are being achieved through equitable hiring processes, grant writing, staff support and other initiatives. The Center Director works with the TRI Director and any other PI's on the financial management of programs and grants within their Center. The Center Director is responsible for meeting the program and grant deliverables and timelines within their Center.



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All TRI staff are expected to engage in continual learning in anti-racism, equity, diversity, inclusion in order to cultivate equitable practices across all aspects of position duties and participate and engage in efforts to further develop and implement the center, projects, and university’s equity work and goals.

Bilingual staff may be asked to use both languages across duties and activities as needed. Bilingual staff will provide translation, translation review and interpretation in a culturally responsive manner as needed for their position.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This description covers the most significant essential and auxiliary duties performed by this position for illustration purposes, and does not include other work, which may be similar, related to, or a logical assignment for the position. The job description does NOT constitute an employment agreement between the university and employee and is subject to change by the university as the organizational needs and requirements of the job change.

JOB DUTIES

JOB DUTIES (Please ensure the total of “% of Time” equals 100%)

% of Time	Duties / Responsibilities	Essential or Incidental
55%	<p>Center Leadership & Oversight:</p> <ul style="list-style-type: none"> ● Provide leadership, strategic direction, and oversight to the Center including staff, programs, and projects in order to promote a healthy work environment, high quality work, and innovation, and contribute to the overall longevity of TRI. ● Participate as part of the TRI Leadership team to provide collaboration and coordination across TRI goals and initiatives ● Implement systems and standard processes to provide direction of the Center. ● Delegate to and work collaboratively with Project Coordinators to ensure strong leadership across the Center ● Build and maintain strong relationships with funders, key WOU departments, global, state, and national leaders, and other key stakeholders in support of projects and programs within the center ● Seek and apply for additional funding opportunities by developing competitive proposals within the Center’s scope. <p>Programs/Project Oversight:</p> <ul style="list-style-type: none"> ● Ensure grant and contract compliance. ● Meet regularly with funders to ensure project goals align and deliverables are satisfactory. 	Essential





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	<ul style="list-style-type: none"> Design and oversee systems to ensure the development, tracking and timely submission of project or program deliverables including work plans, quarterly reports, data requests, etc. 	
25%	<p>Staff Supervision & Support</p> <ul style="list-style-type: none"> Supervise Center Leadership and other staff as assigned Recognize, encourage and effectively utilize the skills, knowledge and abilities of Center staff Delegate tasks and give the appropriate autonomy based on position Provide feedback and opportunities for professional and leadership growth 	Essential
15%	<p>Financial Oversight & Management:</p> <ul style="list-style-type: none"> Provide fiscal management and oversight of projects and programs within the Center <ul style="list-style-type: none"> Monitor financial statements, Allocate staff FTE across projects, Create and monitor budgets, Review and submit invoices Approval of center charges and expenditures Ensure fiscal compliance for grants and contracts 	Essential
5%	<p>Provide oversight to Center’s equity efforts in alignment with TRI’s goal of becoming an inclusive, anti-racist, diverse, institute aligned with WOU’s EDI’s goal.</p> <ul style="list-style-type: none"> Allocate resources to EDI efforts. Lead with a commitment to and understanding of equity, Oregon’s Equity Lens, and culturally responsive practices in the workplace. Effectively lead in a wide variety of situations and diverse groups individuals/groups from diverse backgrounds Gain knowledge and apply learned skills to interrupt systemic oppression. Provide support and leadership to leadership staff on challenging bias and supporting diversity, equity and inclusion 	Essential
As needed	<ul style="list-style-type: none"> Deliver presentations/workshops at local, state, and national conferences. Gain and maintain a working knowledge of effective leadership, early learning systems, project management, including skills to interrupt systemic oppression and lead staff on challenging bias and supporting diversity, equity and inclusion. Other duties as assigned 	Incidental

QUALIFICATIONS

Ability to perform essential job duties with or without reasonable accommodation and without posing a direct threat to the safety or health of employees or others. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge,



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skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Required Qualifications

- Proficient oral and written communication skills
- Ability to be flexible and adapt to changes and emergent needs
- Ability to manage a variety of tasks and produce ~~high-quality~~ high-quality work under tight deadlines
- Ability to communicate with a wide variety of individuals and groups, including providers, work team, program personnel, and administrators from diverse backgrounds
- Ability to apply system thinking and pay attention to detail
- Ability to work independently and as a member of a team
- Commitment to actively participate in and support TRI's anti-racism goals and practices

Preferred Qualifications

- Experience providing feedback to people working in classrooms
- Experience working in or closely with a Human Resources office/department
- Experience working in a variety of child care settings (Head Start, family-based, center, etc.)
- Experience/knowledge in recruitment and retention best practices
- Experience with translation and/or interpretation
- Experience coaching, consulting or providing technical assistance
- Experience working with child care quality standards and quality rating and improvement systems
- Bicultural or multicultural
- Proficient oral and written communication skills in Spanish, Russian, Chinese or Vietnamese
- Experience in adult education and providing professional development

Experience in the development of curricula, training materials and/or publications Experience in the development of curricula, training materials and/or publications **EDUCATION and/or EXPERIENCE**

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to obtain the required knowledge and abilities would be:

Education			
Type of Education	Required	Preferred	Specific field, training or degree
High School Diploma or equivalent (GED)	<input type="checkbox"/>	<input type="checkbox"/>	
Associate degree (A.S., A.A.) or two-year technical certificate	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Bachelor's degree		<input type="checkbox"/>	
Master's degree	x		Early Childhood Education or related field or a combination of related training/education/certification and minimum of 10 years of relevant professional work experience
Doctoral degree or equivalent (Ph.D., J.D., Ed.D.)	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Other (explain)	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.



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Experience			Type of Experience
Years of Experience	Required	Preferred	
<input type="checkbox"/> No experience			
1-2 years	x	<input type="checkbox"/>	Supervision or closely related experience
1-2 years		x	Financial management experience
3-5 years	x	<input type="checkbox"/>	Professional leadership experience in childhood care and education (birth to age 12) and/or other relevant leadership experience such as management experience in a state or federal agency, CCR&R, human/social services, non-profit and/or culturally specific organization
6-8 years	<input type="checkbox"/>		
9-10 years	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
10+ years	x	<input type="checkbox"/>	Early childhood or related field work experience such as in a state or federal agency, CCR&R, human/social services, non-profit and/or culturally specific organization

CERTIFICATES, LICENSES, REGISTRATIONS		
(Select all that apply)	Required	Preferred
<input checked="" type="checkbox"/> None		
Driver's license	x	<input type="checkbox"/>
Eligibility for Professional license, registration or certification	<input type="checkbox"/>	<input type="checkbox"/>
Professional license	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>
Certification	<input type="checkbox"/>	<input type="checkbox"/>
Please specify required professional license(s), registration(s), and or certification(s), if applicable:		
Click or tap here to enter text.		

SUPERVISION		
The practice of oversight given to others. Supervision typically includes directing work activities, counseling, disciplinary actions, hiring, firing, salary actions, performance appraisal, training, etc.		
Level 1	Positions at this level are not responsible for any supervisory functions or responsibilities but may occasionally be asked to orient and/or train new employees.	<input type="checkbox"/>
Level 2	Lead Capacity: Positions at this level are responsible for providing leadership and instruction in daily work or special project direction that is provided to personnel in similar job functions at comparable or subordinate levels. This work is limited to individuals in same work unit. Positions are not responsible for hiring, firing, disciplinary actions, etc.*	<input type="checkbox"/>
Level 3	Positions at this level are normally responsible for some supervisory responsibilities, including providing daily work direction, making recommendations regarding hiring,	<input type="checkbox"/>



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	disciplining, terminating employees, making pay adjustments, and/or making employee job/assignment changes. These jobs do not make independent employment related decisions.	
Level 4	Positions at this level are normally responsible for a full range of supervisory responsibilities, including providing daily work direction, hire, discipline and terminate employees, make pay adjustments, communicate performance appraisals, approve absences, and/or make employee job/assignment changes subject to Department Head approval. This is the first full level of supervisory responsibility. Jobs at this level and higher are typically exempt.	<input type="checkbox"/>
Level 5	Positions at this level are normally responsible for a full range of supervisory responsibilities, including providing daily work direction, authority to hire, discipline and terminate employees, make pay adjustments, communicate performance appraisals, approve absences, and/or make employee job/assignment changes. Supervision will typically include both exempt and nonexempt positions which may include other supervisors.	<input checked="" type="checkbox"/>
Level 6	Positions at this level are normally responsible for full managerial responsibility including providing direction to other supervisors/managers regarding the supervision of their staff. Supervisory span will include direct and indirect reports, may cover multiple departments.	<input type="checkbox"/>
Level 7	The positions at this level are normally responsible for the overall management of the college, including providing direction to senior managers regarding the supervision of their staff. Final managerial authority and responsibility rests at this level.	<input type="checkbox"/>
If supervisor position, please list direct reports to employee:		
Employee(s)	Job Title	
Mitchell Bradner	Data & Database Coordinator	
Kat Martinez	Technical Assistance Coordinator	
Esmeralda Amescua	Project Coordinator	
Bertha Camacho	Project Coordinator	
Vero Mendoza	Project Coordinator	
CaSandra Zeller	Essential Fellowship Coordinator	
Gladis Lopez	Project Support Specialist	

*A **lead role** typically will provide oversight of people, projects, or functions. Whereas a supervisor will hire, fire and have performance appraisal responsibilities. A lead may contribute to these processes but typically does not have final decision-making authority in employment decisions.

DECISIONMAKING & FISCAL RESPONSIBILITY	
For full definitions of terms in the drop down lists please see the PD user guides.	
Scope of Decisions Made:	Authority - Unit
Impact of Decision Made:	Unit/Department
Autonomy and Discretion:	Broad Latitude
Fiscal Authority:	Unit/Department
Fiscal Responsibilities:	Administration/Oversight





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Operating Budget (\$):	\$ Click or tap here to enter text.
Grant funding (\$):	\$ Click or tap here to enter text.
Number of Grants:	Click or tap here to enter text.
Foundation Funding (\$):	\$ Click or tap here to enter text.
Number of Foundation Funds:	Click or tap here to enter text.
Agency Funding (\$):	\$ Click or tap here to enter text.

WORKING CONDITIONS		
Typical Work Functions* (check all that apply)	<input type="checkbox"/> Balancing <input type="checkbox"/> Climbing <input type="checkbox"/> Crouching/ Stooping <input type="checkbox"/> Feeling/Handling <input type="checkbox"/> Personal Protective Equipment <input type="checkbox"/> Reaching <input type="checkbox"/> Repetitive movement <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Squatting <input checked="" type="checkbox"/> Telephone Use <input checked="" type="checkbox"/> Walking/Running	<input type="checkbox"/> Carrying <input type="checkbox"/> Crawling <input type="checkbox"/> Driving <input checked="" type="checkbox"/> Keyboarding/Computer Use <input type="checkbox"/> Pulling/Pushing <input type="checkbox"/> Regular interaction with customers <input checked="" type="checkbox"/> Sitting <input type="checkbox"/> Specific Work Schedule <input checked="" type="checkbox"/> Standing <input type="checkbox"/> Twisting/Bending <input checked="" type="checkbox"/> Writing

Typical Working Environment and Hazards* (check all that apply)	<input checked="" type="checkbox"/> Normal office environment <input type="checkbox"/> Chemicals <input type="checkbox"/> Darkness/Poor Lighting <input type="checkbox"/> Electrical Hazards <input type="checkbox"/> Fire Hazards <input type="checkbox"/> Human-Source Material (e.g., blood) <input type="checkbox"/> Moving machinery/Heavy Equipment <input type="checkbox"/> Noise <input type="checkbox"/> Potential Combative Work Environment <input type="checkbox"/> Traffic <input type="checkbox"/> Weather Extremes	<input type="checkbox"/> Animals/Wildlife <input type="checkbox"/> Confined Spaces <input type="checkbox"/> Dust/Fumes <input type="checkbox"/> Explosives <input type="checkbox"/> Heights <input type="checkbox"/> Indoor Temp Extremes (Heat/Cold) <input type="checkbox"/> Near-Continuous Use of Video Display <input type="checkbox"/> Pathogens <input type="checkbox"/> Radiation <input type="checkbox"/> Vibration
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Lifting Demands*	Up to 10 pounds
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Additional Physical Demands or Work Conditions:	Click or tap here to enter text.
Frequency of Travel*	Up to 10%
Work Schedule (if not typical or specified)	Click or tap here to enter text.

ADDITIONAL REQUIREMENTS

Background/Education Check: A criminal background check will be completed as a condition of employment. Education checks are processed for positions requiring a formal degree as a minimum requirement. Reference checks will be conducted.

Equal Employment Opportunity: Western Oregon University is an equal opportunity employer that is committed to diversity, equity and inclusion in the workplace. We celebrate our inclusive work environment and encourage people of all backgrounds and perspectives to apply.

We embrace our differences and know that our diverse team is a strength that drives our success.

Accommodation Requests: Western Oregon University is committed to developing a barrier-free recruitment process and work environment. If you require any accommodations, please email us at [employment\[at\]wou.edu](mailto:employment[at]wou.edu) and we will work with you to meet your accessibility needs.

Acknowledgement:

Employee Printed Name	Employee Signature / Date
Supervisor Printed Name	Supervisor Signature / Date
Reviewer (VP / Director)	Reviewer Signature / Date
Appointing Authority	Appointing Authority Signature / Date

HR USE ONLY:





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Received by:	Date

Position Class #:	Employee Class	Job Location	Appointment Percent
CUPA-HR#/Title	NOC Code	Category Code	SOC Code
Actions Taken			
<input type="checkbox"/> NBAPBUD/NBAPOSN <input type="checkbox"/> NBAJOBS <input type="checkbox"/> PEAFAC <input type="checkbox"/> Electronically Filed			

NOTES: